

Interpersonal Public Relations Communication Strategies Between Schools and Parents of Students in Building Trust (Case Study of Early Childhood Education KB Al-Hafidz in Kp. Nanggela Bogor)

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Abstract

This study discusses the interpersonal communication strategy of public relations implemented by PAUD KB Al-Hafidz in building parents' trust in Kp. Nanggela, Bogor. This research uses a descriptive qualitative approach with a case study method. The data were collected through observation, in-depth interviews, and documentation involving the principal, teachers, and parents. The analysis uses DeVito's five elements of effective interpersonal communication, namely openness, empathy, supportiveness, positiveness, and equality. The findings show that parents' trust is formed through open, responsive, friendly, and consistent communication, both through face-to-face interaction and digital media such as WhatsApp, Instagram, and TikTok. The supporting factors include the principal's leadership, teachers' cooperation, parents' support, and the use of social media. The inhibiting factors include limited facilities, teachers' workload, and psychological barriers when delivering sensitive information. This study indicates that public relations practices in a community-based early childhood education institution can work effectively through close and continuous interpersonal communication.

Keywords

Interpersonal Communication, Public Relations, Parental Trust, Early Childhood Education, Social Media



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INTRODUCTION

Parental trust is one of the fundamental factors supporting the sustainability of early childhood education institutions. Parents do not merely consider the learning process when choosing an early childhood education institution for their children, but also pay attention to the institution's ability to provide a safe environment, quality educational services, and open and continuous communication. This condition makes the relationship between early childhood education institutions and parents a strategic aspect that needs to be managed effectively. In the context of institutions that grow and develop within local communities, such as PAUD KB Al-Hafidz, parental trust becomes increasingly important because the sustainability of the institution is closely related to community acceptance and support.

Early childhood education institutions have a strategic responsibility to establish the foundation of children's character while developing their cognitive, social, emotional, and spiritual potential in a balanced manner. This responsibility positions early childhood education institutions not merely as places for learning but also as partners of families in supporting children's growth and development during the early stages of life (Novan, 2023). Such a partnership requires effective communication among the institution, educators, and parents. Communication in the educational context does not merely function as a means of delivering information about learning activities but also serves as the foundation for establishing mutually supportive relationships between schools and families (Cindy et al., 2025). An effective learning process also requires the involvement of teachers, children, and parents, with communication serving as a bridge that enables these three parties to interact optimally (Triwardhani et al., 2020).

Communication within early childhood education institutions has a complex dimension because it is closely related to children's development during a highly sensitive stage of life. Communication approaches employed by educators need to consider children's psychological conditions so that interactions can provide a sense of security while supporting the development of children's self-confidence (Muliawan, 2022). At the same time, parents need clear information regarding their children's development, needs, and activities while they are at school. Therefore, the quality of communication between educators and parents can influence parents' perceptions of the professionalism of the institution and contribute to the development of trust in the educational services provided.

One form of communication that is particularly relevant to building such relationships is interpersonal communication. Interpersonal communication is a communication process through which individuals develop attitudes, perceptions, and sustainable relationships with others (Suranto, 2011). In the educational context, interpersonal communication between teachers and parents can serve as a foundation for establishing more personal and trust-based relationships. Wibowo (2021) explains that interpersonal communication skills are an important foundation for developing meaningful relationships, including within workplaces and educational institutions. Interpersonal communication between teachers and parents can occur directly through face-to-face interactions or through digital communication platforms such as WhatsApp, enabling relationships to be maintained more intensively and continuously.

The effectiveness of interpersonal communication can be examined through several key characteristics. DeVito (2013) identifies five elements of effective interpersonal communication: openness, empathy, supportiveness, positiveness, and equality. Openness refers to the willingness to share and receive information honestly; empathy involves the ability to understand another person's condition and feelings; supportiveness is reflected in the creation of a mutually supportive communication environment; positiveness involves showing appreciation and respect; while equality refers to treating communication partners as equal participants in the interaction. These five elements are particularly important in

teacher-parent relationships because open, empathetic, supportive, positive, and equal communication can contribute to harmonious relationships and strengthen parents' trust in educational institutions. Personal and empathetic communication approaches have also been shown to contribute to increased trust among parties involved in the educational process (Miftakhul, 2025).

The relationship between educational institutions and parents is also closely associated with the function of public relations. Public relations is a management function concerned with establishing and maintaining mutually beneficial relationships between an organization and its publics (Lestari, 2024). Within educational institutions, public relations practices are not limited to promotional or publication activities but also involve managing relationships with parents and communities as important publics of the institution. Understanding the characteristics of the target public is an important element in determining the effectiveness of public relations practices (Rosady, 2010). Therefore, public relations strategies in early childhood education institutions need to be directed toward creating relationships that promote mutual understanding, trust, and parental involvement.

The development of digital technology has also transformed public relations practices within educational institutions. Communication between institutions and their publics is no longer limited to direct interaction but increasingly takes place through various digital media. Public relations in the digital era emphasizes two-way communication that enables institutions to interact more quickly and effectively with their publics (Lestari, 2024). The ability to utilize social media has become an important competence in contemporary public relations practices (Musfiah, 2023), while cyber public relations has increasingly been adopted by institutions to develop their image and relationships with publics in digital spaces (Utomo et al., 2025). Social media-based media relations have likewise become an integral component of modern public relations strategies that require careful management (Syahputra, 2019). In the context of early childhood education, digital communication platforms, particularly WhatsApp, can be utilized to disseminate information about school activities, children's development, educational programs, and other matters, as well as to facilitate personal communication between teachers and parents.

The communication strategies implemented by educational institutions have implications for the quality of relationships established with their publics. Consistent, transparent, and empathetic communication can increase trust, strengthen a positive institutional image, and encourage parents to become more actively involved in the educational process (Amalia & Sudadi, 2025). Conversely, communication that is unplanned, inconsistent, or unresponsive may lead to misunderstandings and negative perceptions of the institution. In early childhood education, healthy collaboration among teachers, parents, and the community is an important factor supporting successful learning, with active communication serving as a bridge connecting these parties (Parapat & Rahman, 2020). Parental involvement developed through effective communication can also contribute to optimizing children's learning abilities and supporting their subsequent development

(Anjani & Mashudi, 2024).

The implementation of public relations functions in early childhood education institutions is also related to the institution's capacity to manage its relationships with the community. Public relations management in early childhood education institutions includes program development, publication of institutional programs to the public, and mediation between the educational institution and the community (Novitasari et al., 2022). However, not every early childhood education institution has a formal public relations structure. In community-based institutions, these functions are often carried out directly by principals and teachers. This condition makes educators' communication skills an important component of institutional strategies for building a positive image and public trust. Furthermore, teachers' workloads and role conflicts may influence the quality of communication established with parents (Pariyanti, 2023).

The existence of early childhood education institutions within local communities also requires institutions to develop distinctive characteristics and added value that differentiate them from other educational institutions. Institutions seeking to survive and develop need to optimize distinctive communication approaches and utilize local strengths as part of their institutional strategies (Wiyani et al., 2023). In addition, educators' personal profiles contribute to shaping the image of the institution. Their dedication, competence, and communication activities with the community, including through social media, can contribute to the development of a positive institutional image (Nurhayati, 2023). Thus, public relations strategies in early childhood education institutions operate not only at the institutional level but are also reflected in the behavior and communication of principals and teachers when interacting with parents and the wider community.

Previous studies indicate that communication is an essential element in establishing relationships between early childhood education institutions and parents. Nevertheless, public relations strategies may differ across institutions depending on their organizational conditions, available resources, community characteristics, and patterns of relationships developed within the institution. Therefore, a specific investigation is needed to identify how public relations communication strategies are implemented by PAUD KB Al-Hafidz in building parental trust, as well as the factors that support and hinder the implementation of these strategies. Accordingly, this study aims to analyze the public relations communication strategies employed by PAUD KB Al-Hafidz to build parental trust and to identify the supporting and inhibiting factors affecting the implementation of these strategies. The findings are expected to provide an understanding of public relations communication practices in early childhood education institutions and serve as a reference for developing more effective and sustainable relationships between educational institutions and parents.

METHODS

This study employed a qualitative approach with a descriptive case study design. A qualitative approach was selected to explore the context underlying a phenomenon and to

understand how the actors involved interpret their experiences (Siti, 2024). This approach was considered appropriate because the communication strategies implemented by PAUD KB Al-Hafidz constitute a social practice embedded in the daily interactions between the school and parents, making the phenomenon more appropriately examined through the exploration of meanings rather than statistical measurement. Qualitative research is particularly suitable for investigating complex and contextual social phenomena in which data cannot be reduced to numerical information without losing the meaning underlying the phenomenon (Mulyadi et al., 2020). A case study design was employed because it enables researchers to examine a phenomenon comprehensively within its real-life context, particularly when the boundaries between the phenomenon and its context are difficult to distinguish (Kriyantono, 2019). The selection of the research design was also guided by the principle of methodological consistency between the research questions, research design, and data analysis procedures (Emilia, 2024). PAUD KB Al-Hafidz was selected as the research setting because it represents a community-based early childhood education institution in a rural area that has developed parental trust through its local social environment. This is consistent with Sugiyono (2010), who explains that qualitative research seeks to understand phenomena experienced by research subjects holistically through descriptions expressed in words and language within a natural and specific context.

The study involved five informants who were purposively selected based on their direct involvement in the communication practices within PAUD KB Al-Hafidz. Purposive sampling was applied because qualitative research does not determine participants based on statistical calculations but rather on the depth of their experience and their direct involvement in the phenomenon under investigation (Mulyadi et al., 2020). The informants consisted of the principal of PAUD KB Al-Hafidz as the key informant and four parents as supporting informants. The principal was selected because of her direct responsibility for managing the institution and implementing communication strategies, while the parents were selected because they directly experienced and interacted with the communication practices implemented by the institution. The five informants were Ibu Ninih Iryanih, Principal of PAUD KB Al-Hafidz, as the key informant; Ibu Warda, parent, as Informant 1; Ibu Ulan, parent, as Informant 2; Ibu Diana, parent, as Informant 3; and Ibu Ani, parent, as Informant 4. The involvement of informants from different positions within the institutional communication environment enabled the researcher to obtain perspectives from both the institution and the parents.

Data were collected through semi-structured interviews conducted in two stages. The first stage was conducted to obtain general information regarding the communication strategies implemented by the institution and the experiences of each informant in the communication process. The second stage consisted of in-depth probing interviews aimed at obtaining concrete examples and clarifying information from the first interviews. The two-stage interview process was intended to strengthen the consistency and depth of the findings and to support time triangulation in qualitative research (Siti, 2024). The data obtained from

the interviews were then interpreted descriptively by identifying information relevant to the research focus, particularly the communication strategies used by PAUD KB Al-Hafidz in building parental trust as well as the factors supporting and hindering their implementation. The use of multiple informants and interviews conducted at different stages enabled the researcher to compare information from different perspectives and strengthen the credibility of the research findings.

RESULTS AND DISCUSSION

Results

The findings of this study are presented based on the five elements of effective interpersonal communication proposed by DeVito (2013), namely openness, empathy, supportiveness, positiveness, and equality. The data were obtained through interviews with the principal and parents and were supported by observations and documentation of the school's social media activities. The findings show that these five elements were reflected in the communication practices between PAUD KB Al-Hafidz and parents.

No.	Interpersonal Communication Element	Empirical Findings
1	Openness	The school provided information about annual programs, curriculum, learning methods, and institutional regulations from the initial registration process. The school also responded to parental feedback, including complaints regarding the student pick-up process.
2	Empathy	The principal responded to parents' concerns regarding their children's development by providing emotional support and redirecting parents' attention from their children's limitations toward their potential. Teachers also paid attention to details concerning children's conditions and communicated them proactively to parents.
3	Supportiveness	The principal established supportive communication as an institutional practice through regular meetings with educators. In daily interactions, parents were given opportunities to communicate concerns and complaints without being judged or blamed.
4	Positiveness	Teachers communicated positive information about children's development to parents during pick-up activities. Positive communication was also conveyed through school Instagram content designed to provide reassurance to parents. The school also organized a charity program for orphans involving

		students.
5	Equality	The principal and teachers maintained equal treatment in communicating with parents regardless of their social or economic background. Equality was reflected in daily interactions and was perceived by parents as part of the school's communication culture.

Table 1. Empirical findings of interpersonal communication practices at PAUD KB Al-Hafidz. The findings indicate that the five elements of interpersonal communication were manifested through information transparency, emotional responsiveness, supportive interaction, positive appreciation, and equal treatment of parents. Pasted markdown

Discussion

The findings demonstrate that openness was reflected in the school's transparency in communicating institutional programs, curriculum, learning methods, and regulations from the initial registration process. Openness was also demonstrated through the school's willingness to receive and respond to parental feedback, particularly concerning the student pick-up process. In addition, the findings indicate that honesty during an incident involving a child's injury became an important moment in strengthening parental trust. These findings affirm DeVito's (2013) view that openness is an essential element of effective interpersonal communication because it involves the willingness to share information honestly and receive feedback from communication partners. The findings also strengthen Rakhmat's (2017) argument that trust develops through the consistency of messages, attitudes, and behavior over time. In this case, transparency was not limited to routine information delivery but was also demonstrated when the school faced potentially sensitive situations. This finding further supports Amalia and Sudadi (2025), who emphasize that communication transparency is an important component of effective public relations strategies for building public trust. Thus, the findings of this study affirm previous theoretical and empirical perspectives by demonstrating that openness becomes meaningful when transparency is accompanied by concrete responses to feedback.

The second finding concerns empathy, which was demonstrated through the school's response to parents' concerns about their children's development. The principal did not merely provide technical explanations but also addressed the emotional concerns of parents by redirecting their attention from perceived deficiencies toward the children's potential. Empathy was also demonstrated through teachers' proactive attention to individual details concerning children's conditions and their communication of such information to parents. These findings are consistent with DeVito's (2013) concept of empathy, which emphasizes the ability to understand another person's feelings and situation without judgment. The findings also support Suranto's (2011) perspective that effective interpersonal communication contributes to the development of reliable and sustainable interpersonal relationships. Furthermore, they affirm Miftakhul (2025), who found that personal and

empathetic communication contributes positively to the development of trust among parties involved in education. An important contribution of the present study is that empathy was not found merely as a reactive response to parental complaints but also as a proactive communication practice through teachers' attention to specific details of children's conditions. This finding extends the previous understanding of empathy by showing that in early childhood education, trust can be strengthened not only when schools respond to parental anxiety but also when parents receive evidence that their children are continuously observed and cared for.

The third finding relates to supportiveness. The school established supportive communication as an institutional practice through regular meetings involving educators. The principal's direct involvement in critical situations demonstrated institutional responsibility and simultaneously created a sense of security for teachers when communicating with parents. At the interpersonal level, parents were given space to ask questions, express complaints, and communicate concerns without feeling blamed or judged. This finding is consistent with DeVito's (2013) concept of supportiveness, which emphasizes the creation of a communication environment that is non-defensive and mutually supportive. It also supports Novitasari et al. (2022), who explain that public relations management in early childhood education includes the mediation of relationships between educational institutions and the community. The present findings indicate that supportive communication is not merely an individual characteristic of a particular teacher but can become an institutional communication culture when it is reinforced through leadership and regular coordination among educators. This finding therefore provides an affirmation of previous research while emphasizing the importance of institutionalizing supportive communication rather than relying solely on individual communication skills.

The fourth finding concerns positiveness, which appeared through teachers' communication of positive information regarding children's development, the school's social media content, and the implementation of a charity program for orphans. Positive information communicated during student pick-up created repeated positive experiences for parents. Meanwhile, Instagram content was not only used to provide information but also to provide emotional reassurance to parents who were unable to accompany their children at school. The charity program provided another form of positive communication because parents could observe their children participating in meaningful social activities. These findings are consistent with DeVito's (2013) explanation that positiveness involves appreciation, respect, and the creation of positive interactional experiences. The findings also affirm Rakhmat's (2017) perspective that trust develops through accumulated perceptions formed from consistent messages over time. Furthermore, the implementation of meaningful community activities is consistent with Cutlip, Center, and Broom's (2016) public relations perspective concerning community-oriented activities as a means of strengthening relationships between institutions and their publics. The findings therefore suggest that positive public relations communication at PAUD KB Al-Hafidz extends beyond verbal

friendliness and includes repeated positive experiences, digital content, and concrete institutional activities that allow parents to experience the value of the institution directly.

The fifth finding concerns equality, which was reflected in the school's efforts to treat parents equally regardless of their social or economic background. The findings indicate that equality was not merely expressed as a formal institutional principle but was practiced through everyday communication between the school and parents. This finding is consistent with DeVito's (2013) concept of equality, which positions communication partners as equal participants despite differences in status or background. In a community-based early childhood education setting, equality becomes particularly important because parents often interact within a relatively close social network, making differences in treatment easily visible and potentially subject to community discussion. The findings also indicate that the principal's equal treatment of parents served as a form of behavioral modeling for teachers. Therefore, the finding affirms DeVito's theoretical framework while demonstrating that equality can operate as an institutional norm when modeled consistently by school leadership.

Overall, the five findings indicate that the communication strategy of PAUD KB Al-Hafidz is not based on a single communication technique but operates as an integrated interpersonal communication system. Openness provides transparency, empathy creates emotional connection, supportiveness establishes psychological safety, positiveness generates favorable experiences, and equality strengthens the sense of partnership. The integration of these five elements contributes to the development and maintenance of parental trust. The findings therefore affirm DeVito's (2013) framework and previous studies concerning transparency, empathy, supportive communication, and public relations. At the same time, the study provides a contextual contribution by showing that interpersonal communication in a community-based early childhood education institution functions simultaneously as a public relations strategy, a mechanism for maintaining parental trust, and an institutional communication culture.

CONCLUSION

The interpersonal public relations communication strategy implemented by PAUD KB Al-Hafidz in building parental trust reflects all five elements of effective interpersonal communication proposed by DeVito (2013), namely openness, empathy, supportiveness, positiveness, and equality. Openness is implemented through three complementary mechanisms: proactive transparency from the initial registration process, honesty when dealing with incidents, and concrete responses to parental feedback, including operational adjustments such as changes to the student pick-up procedure. Empathy is demonstrated through the principal's personal and emotionally responsive approach to parents' concerns, teachers' attention to children's individual conditions, and the delivery of unfavorable information in a manner that reduces anxiety while providing concrete solutions. Supportiveness operates at both structural and interactional levels, through the principal's

guidance in internal meetings and direct involvement in conflict situations, as well as teachers' consistent non-defensive responses to parents' questions and complaints. This supportive attitude has also contributed to the institution's reputation through word-of-mouth communication. Positiveness is manifested through genuine appreciation of actively involved parents, social media content designed to provide positive experiences, and community programs such as assistance for orphans and Qur'an memorization activities that strengthen parents' emotional attachment to the institution. Meanwhile, equality is maintained as an institutional norm, including in challenging situations, ensuring that parents receive consistent treatment regardless of their social or economic backgrounds.

Overall, the five elements of interpersonal communication do not operate independently but form an interconnected communication system that mutually reinforces parental trust. Openness establishes credibility, empathy creates emotional closeness, supportiveness provides psychological security for continued communication, positiveness strengthens emotional attachment beyond functional relationships, and equality ensures consistency and non-discriminatory communication across the parent community. The integration of these dimensions enables communication at PAUD KB Al-Hafidz to function not merely as a technical means of information exchange but as a relational mechanism for developing deeper parental trust. These findings have theoretical implications for the study of interpersonal communication in early childhood education institutions in Indonesia. Previous studies of communication in early childhood education have tended to emphasize teacher-child communication, while teacher-parent communication has received comparatively less attention. This study contributes to addressing this gap by demonstrating that DeVito's (2013) framework, originally developed within the broader context of interpersonal communication, is relevant and operational for analyzing public relations communication practices in community-based early childhood education institutions. The findings therefore provide a basis for developing a more context-sensitive framework for understanding interpersonal communication and public relations in non-formal educational institutions in Indonesia.

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